

FILE D

**Health Education:
Item Information and
Scoring Guide Reference Sheet D-2**

Item Information and Scoring Guide
Reference Sheet D-3

**Items with Learning Results, Scoring Guides and
Training Notes, and Student Responses D-4**

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**Health Education:
Item Information and
Scoring Guide Reference Sheet**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) health education items are scored. These pages contain the text for each item, accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results,
Scoring Guides and Training Notes,
and Student Responses**

1. John has an important decision to make. First he wrote down the problem. Then he listed the possible choices. Next, John should
 - A. consider the possible results of each choice.
 - B. make the final decision.
 - C. decide if the decision was a good choice.
 - D. restate the problem.

MC#: 1

Key: A

Learning Results: F-6

Decision Making and Goal Setting

- F Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to
- 6 demonstrate the ability to apply a decision-making process to health issues and problems.

2. Marcus and his father take a brisk walk several times a week. This activity will MOST help to
- A. make their bodies grow fast.
 - B. decrease their risk of lung cancer.
 - C. build up their arm muscles.
 - D. strengthen their hearts and lungs.

MC#: 2

Key: D

Learning Results: A-3

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 3 describe the basic structures and functions of the human body systems.

3. Sue sits beside Bobby in class. Sue's nose begins to bleed. As she gets up to get a paper towel, blood drips onto Bobby's desk. Why should Bobby get an adult to clean it up?
- A. Blood may carry certain diseases.
 - B. Blood may stain clothing.
 - C. Blood does not bother adults.
 - D. Blood makes the desk messy.

MC#: 3

Key: A

Learning Results: A-7

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 7 demonstrate essential understanding of basic health concepts.

4. Gail went to the dentist. The dentist told her that she should floss.
 - a. Explain how Gail should floss.
 - b. Explain how flossing helps the teeth and gums.

CR#: 4

Learning Results: A-1

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 1 describe the relationship between healthy practices and personal health (e.g., eating well and exercise).

CONSTRUCTED-RESPONSE ITEM 4 SCORING GUIDE

Score	Description
4	Student response explains the correct way to floss and how flossing helps the teeth and gums. Response is well developed and contains no errors.
3	Student response explains the correct way to floss and how flossing helps the teeth and gums. Response includes general information rather than details and may contain minor errors.
2	Student response explains the correct way to floss, but includes misconceptions about how flossing helps the teeth and gums. OR Student response includes a complete answer to part a or part b. Response may contain errors.
1	Student response explains the correct way to floss or explains how flossing helps the teeth and gums. Response contains errors.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response Item 4

Possible answers:

- a. Cut an 18" piece of floss. Wrap most of it around the index fingers or tie it in a circle. Using a clean section of floss, gently bring the floss down one side and under the gum line of the tooth you are cleaning. Clean the adjacent tooth. Then pull the floss up. Using a new section of floss, clean between each tooth around the mouth—all top and bottom teeth.
- b. Flossing helps keep teeth and gums clean and healthy by removing plaque that collects between the teeth and under the gum line. This helps prevent gum disease and cavities.

4.

4

Gail should floss by wrapping the floss around your pointer finger. Then put it between two teeth. After that you should start to rub the floss in between the two teeth. You should rub the floss against one tooth and rub up and down, and to the side of the tooth.

Plaque and food get stuck a lot in between your teeth. It also gets stuck by gums. It goes deep down. Too deep for your toothbrush to go. So the floss (since it's thin) can reach down and get all the plaque, food and all kinds of bad germs.

4.

4

a) Gail should floss her teeth everyday. She can floss her teeth by wrapping the floss around her index fingers so there is a few inches of floss in the middle of the strip of floss. Then she should begin rubbing the floss, up and down each space between all of her teeth. This is how Gail can floss her teeth.

b) Flossing helps the teeth and gums in some very good ways. A few of these ways are: preventing your teeth from decaying or getting cavities, preventing a build up of plaque between your teeth, and sometimes flossing your teeth can prevent embarrassing moments.

4.

3

a. take a piece of floss, wrap it around your two middle fingers, press with the fingers next to them to tighten it. Put the floss in your mouth between 2 teeth and pull it back and forth. Then you move to a new tooth till all the mouth has been done.

b. flossing helps teeth & gums by taking plaque from between teeth. It helps keep gums healthy and cleans between teeth.

4.

3

a) Back and Forth... just how should Gail floss?
 Hmm... Gail should floss back and forth on each tooth to keep her gums and teeth healthy.

b) Helping Teeth and Gums... Exactly how does flossing help your teeth and gums? Ahh... flossing helps the teeth and gums by collecting tiny pieces of food and bacteria that your toothbrush can not pick up. All in all flossing is ever so important to your teeth and gums because the floss picks up food and bacteria in between your teeth and gums that your toothbrush can not pick up.

4.

2

Gail should floss by bringing it between her teeth and rubbing it and pulling up and doing the stuff over and over again, for every whole inbetween her teeth. It helps because it gets all the crud between the teeth to stop you from getting cavities.

4.

2

A. Gail should put the string between all of her teeth. She should slide the string back and forth.

B. It helps get the food from between your teeth.

4.

1

She should floss because her tooth brush misses a lot of germs, and the floss takes care of the germs you miss.

4.

1

1 It gets clean

1 It gets your teeth clean

5. Justin and Josh were playing basketball at noon recess. They got into an argument about the score of the game. Josh walked up to Justin and pushed him. Describe THREE things Justin could do to avoid a fight.

CR#: 5

Learning Results: E-3

Communication Skills

- E Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to
- 3 demonstrate nonviolent strategies to resolve conflicts.

CONSTRUCTED-RESPONSE ITEM 5 SCORING GUIDE

Score	Description
4	Student response describes three actions Justin could take to avoid a fight. Response is well developed, contains no errors, and shows an understanding of nonviolent conflict resolution.
3	Student response describes in a general way three actions Justin could take to avoid a fight. Response may contain minor errors.
2	Student response describes two actions Justin could take to avoid a fight. Response may contain errors. OR Student lists three different actions with no description.
1	Student response describes one action Justin could take to avoid a fight. Response is minimal (e.g., just walk away) and may contain errors. OR Student lists two different actions with no description.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response Item 5

Conflict resolution skills:

- use of I messages, assertive communication
- negotiate a solution so everyone wins
- talk to a mediator or negotiator
- make sure the rules are clear before the game is started and refer to the rules of the game to resolve the fight
- walk away and seek the help of an adult

5. He could have instead of arguing he could have said "Hey why don't we flip a coin or just start over and score the game on paper." He also could have said "This is a silly way to decide who won why don't we talk about this." Another way he could have avoided a fight is he could have said "I really don't care. It is just a game anyway. If we want to keep our friendship this is definitely not the way to decide a silly score. Lets just be who we are and that is Josh and Justin. We're not some punks who fight over things like this." 4

5. Three things Justin could do to avoid a fight would be to go tell a teacher or ask a friend if they were paying attention to the score. Maybe Justin could just walk away and not even get into the argument in the first place. Another thing to do would be to ask a friend if they would watch their game and keep track of the score and write it down so they wouldn't lose track. Those are three ways Justin could avoid getting into a fight. 4

5.

3

1. Justin could say, "Please don't push me. Why don't we just play basketball for fun?" 2. Justin could say, "Don't push me Josh, I don't like it! Why don't we get someone who was watching us to tell us the score?" 3. Justin could say, "Please don't push me, I don't like it. Why don't we just start over if the score is so important"

5.

3

The first thing Justin could do is just stop playing and the second thing he could do is just try to compromise. He could also say that he didn't want to play if they were worrying about the score so much.

5.

2

One thing he could do to stop the fight is don't hit back at the other person. The 2nd thing he could do to stop the fight is work it out. The 3rd thing he could do to stop the fight is to get Josh calmed down.

5.

2

1 They could have talked insted of fighting.

2 They could have someone keep score next time.

3 They could have went to the guidance Consuler and talked it out.

5. Justin could sit down with Josh and talk it over instead of fighting over the score who got what and who won or anything just don't fight over it sit down and talk about it! 1

5. He could talk to a teacher and say you win. 1